DOCUMENT RESUME

ED 044 843 EC 030 601

TITLE Cooperative Program (Educable Mentally Retarded).
INSTITUTION Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE 70
NOTE 46p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.40
DESCRIPTORS *Cooperative Programs, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, *Secondary School Students, Vocational Education
IDENTIFIERS Mississippi

ABSTRACT

Designed for the educable mentally handicapped youth at the secondary level, the cooperative vocational rehabilitation-special education plan in Mississippi is presented. Objectives, activities, and materials are suggested in the areas of vocational training, arithmetic, language arts, social studies, health and safety, recreation, physical education, arts and crafts, and music. Related bibliographies are provided. (RD)

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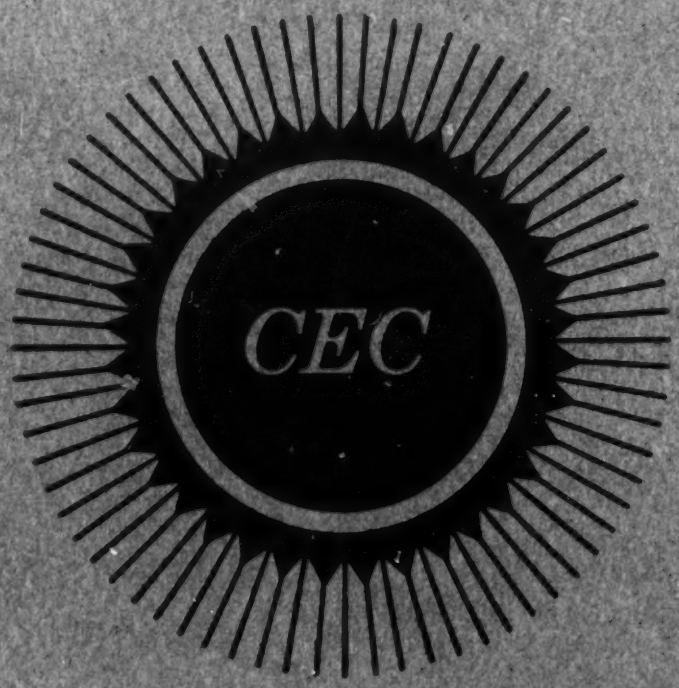

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COOPERATIVE PROGRAM (EDUCABLE MENTALLY RETARDED)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

The educable mentally retarded youth is one who, because of retarded intellectual development, cannot find success in the usual educational programs designed for persons his age but can, if provided opportunities and training consistent with his needs, look forward to a useful, productive, rewarding adult life.

His limitations in intelligence, earlier frustrations in school situations and difficulties with abstract reasoning make it unprofitable for him to consider academic achievement as his main goal. His curriculum should be designed to develop his assets to deal with any additional handicapping conditions and to overcome the insecurities and difficulties in adjustment that he may have acquired if his prior education and training has been unrealistic.

At the secondary level, the pupil enters the Special Education-Vocational Rehabilitation Cooperative Program, becoming a client of the Division of Vocational Rehabilitation.

This program, a cooperative working arrangement between the Division of Vocational Rehabilitation and the Division of Instruction (both being in the State Department of Education) has been designed to help bridge the gap between special education and employment.

The Cooperative Vocational Rehabilitation - Special Education Plan in each school is based on an approved special education program for educable physically or mentally handicapped pupils. The cooperative unit must be comprised entirely of secondary school age youths and located in a secondary school setting with one or more special education classes on the elementary school level as "feeders" for the cooperative unit.

The services of the Cooperative Vocational Rehabilitation - Special Education Program include:

(1) systematic diagnosis and evaluation of personality traits of pupil-clients as related to successful work performance

(2) personal and social adjustment training necessary for successful job preparation, employment, and independent living

(3) assessment of occupational potential and evaluation of vocational aptitudes of individual clients

(4) the purchase of specialized diagnosis and evaluation needed and unavailable through the school (These may include medical, psychological and evaluation center services.)

(5) provision at secondary school level of a kind of pre-vocational and adjustment training laboratory in which special education staff pool their efforts in preparing the pupil-client for successful employment

(6) extension of the special education program to job try-outs, on-the-job training, part-time employment or a full-time job within the framework of the school setting and vocational rehabilitation

(7) vocational planning and training in specific areas of employment

(8) selective job placement and supervision

All inquiries concerning special education classes should be directed to the Supervisor of Special Education, State Department of Education, P. O. Box 771, Jackson, Mississippi 39205.

GENERAL GOAL

To help the client become personally, socially, emotionally, spiritually, and economically adequate for a life of independence

SPECIFIC OBJECTIVES FOR CLIENT

---to practice to become more proficient in fundamental skills and tool subjects

---to develop his abilities, potentialities and aptitudes

---to develop a sense of responsibility to the community through constructive experience

---to develop social skills and attitudes that will enable him to live and work satisfactorily with others

---to acquire good habits of personal health and hygiene

---to learn proper employer - employe relationships

---to learn duties and qualities of a good worker

---to apply knowledge in practical life and work situation

---to cultivate good moral, spiritual, mental and emotional health

---to learn ways of using leisure time properly

---to express and develop aesthetic ideas and attitudes which will be reflected in the personality of the individual

---to acquire good work habits

---to become more adept in the art of communication

---to form and cultivate a desire for self-improvement

---to build self-confidence by providing activities in which he can experience success and build frustration tolerance

---to equip himself to the best of his ability for vocational or occupational competence so that he may engage in employment

VOCATIONAL EVALUATION AND TRAINING

The vocational and educational aspects of the Cooperative Program are thoroughly interwoven; however, for the purpose of discussing the curriculum, this guide has sections on various subject-matter areas. The reader will understand that vocational implications are dealt with in each division of the curriculum and that subject matter areas are correlated as they are being taught.

The special education teacher at the secondary level working in the Cooperative Program is called an adjustment counselor. Supervising his or her work for Rehabilitation is a special counselor assigned by the Division of Vocational Rehabilitation to work with clients and adjustment counselors in several Special Education - Vocational Rehabilitation units.

The adjustment counselor and special counselor, having the same goal for the habilitation of the client, work together in planning and providing services and training within and outside the school-based facility.

The following outline gives a general picture of the program from the point of view of the special counselor. It is to be understood that the adjustment counselor is continuously working with him, and that the two will be spending time planning together and planning with clients and their families.

The discussions following this chapter will deal with subject matter areas, with the understanding that the special counselor is making contributions here as well as in the areas that have a more immediate application to work. He helps to develop good work habits, to present job information and to do some evaluation through cooperating with the clients and adjustment counselor in all phases of the curriculum.

Some of the materials and equipment which the Division of Vocational Rehabilitation can supply might be used for teaching "academic" subjects, but these subjects are presented in relation to their uses in helping clients to live independent and rewarding lives.

The Vocational Rehabilitation outline follows:

OVERVIEW OF COOPERATIVE PROGRAM

I. Nature and purpose of work

1. Essential for financial gain

2. Promotes physical and mental health

II. Requirements for work

A. Attitude toward work

1. Punctuality

2. Regular meals and rest period

3. Personal hygiene and grooming

4. Willingness to learn on job

5. Willingness to work hard

6. Respect for authority

7. Respect for co-workers

B. Occupational information (possible jobs available)

C. Occupational guidance

1. Purpose: determining and developing interests and abilities

2. Methods of finding interests and aptitudes

a. Conversations with client and his family

b. Studying records

c. Tests

(1) Dexterity

(2) Language proficiency

(3) Numerical proficiency

d. Observation

e. Field trips

f. Role playing

g. Job try-outs at training stations or rehabilitation facilities

D. Counseling with client, his family and his trainer

E. Therapy for or correction of defects, when indicated and possible

F. Job placement

G. Follow-up

ARITHMETIC

PURPOSE

To develop awareness of the responsibilities of self-support and of family obligations

To develop abilities to cope with everyday living situations requiring arithmetic

SPECIFIC OBJECTIVES FOR CLIENT

---To learn the value of money

---To learn to spend his income wisely

---To learn the value of saving for a purpose

---To understand the need for knowing how to make good selections in buying

I. Saving

A. Saving through banks

B. Saving through insurance

C. Saving by buying a home

D. Saving by buying bonds

E. Saving by budgeting

II. Budgeting

1. Simple household

2. Personal

a. Clothing

b. Transportation

c. Food

d. Laundry and dry cleaning

e. Church and Charity

f. Savings

g. Recreation

h. Insurance

III. Spending

A. Wise buying

1. Comparing values

a. Distinguishing between bargains and cheap items

b. Determining quality

2. Comparing prices

3. Listing needs

4. Avoiding impulse-buying

5. Selective buying

B. Installment buying

1. Advantages

2. Disadvantages

IV. Borrowing

A. Banks

1. Using savings accounts

2. Using checking accounts

a. Making out deposit slips

b. Writing checks

c. Keeping accounts of deposits, checks and current balance

B. Loan companies

C. Loans from individuals

V. Taxes

A. Income tax

B. Social Security

C. Excise

D. Gasoline

E. Withholding procedures, and other methods of tax collection

VI. Measurement

A. Liquid and solid

1. Spoon

2. Cup

3. Half-pint

4. Pint

5. Quart

6. Gallon

7. Peck

8. Half-bushel

9. Bushel

10. Half-gallon

B. Linear

1. [illegible]

2. Foot

3. Yard

4. Mile

C. Area

D. Weights

1. Ounce

2. Pound

3. Ton

E. Use of measuring devices

1. Ruler

2. Yard stick

3. Tape measure

4. Thermometer

a. Clinical

b. Cooking

c. Room

5. Speedometer

6. Scales

7. Clock

F. Time

1. Minute

2. Hour

3. Half-hour

4. Quarter-hour

5. A. M.

6. P. M.

7. Noon

8. Midnight

G. Mail

1. Stamps

2. Parcel post, as compared with various types of freight rates

3. Money Orders

4. Special Delivery

5. Mail Orders

H. Money

1. Coins

2. Bills

VOCABULARY

credit
profit
wages
charge
banking
income
bank balance
sales slip
cost
gain
earnings
fare
half-dollar
fractions
one-fourth
two-thirds
two-thirds
half-dozen
length

balance due
loss
sales tax
past due
receipt
pay
price
spend
admission
worth
lay-away
quarter
pair
one-half
two-fourths
three-fourths
three-fourths
dozen
width

height

full

spoonful

freezing points

round

straight

empty

cupful

temperature

boiling points

square

ACTIVITIES

1. Making a budget for an individual for a week
2. Making a budget for a couple for a week
3. Ordering from a catalog
4. Counting supplies
5. Understanding utility bills
6. Opening a savings account
7. Reading a speedometer
8. Measuring in cooking
9. Using the telephone for ordering groceries
10. Making a menu; computing the cost
11. Reading license numbers, account numbers, Social Security numbers, credit card numbers, checking account numbers. street address and zip code
12. Making out sales slips--figuring sales tax
13. Dramatizing shopping experiences
14. Counting and writing the monetary facts, such as the number of dimes in one dollar, the number of cents in one dollar
15. Practicing basic arithmetic skills in computations involving money
16. Estimating materials and costs for repair jobs in the home
17. Dramatizing credit experiences
18. Dramatizing renting an apartment
19. Weighing objects of identical size, noting variations in weight

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LANGUAGE ARTS

PURPOSE

To strengthen communication skills for successful functioning in vocational and social situations

SPECIFIC OBJECTIVES FOR CLIENT

---to develop skills in the language arts for functional use in job finding and in job holding

---to produce clear speech and expression in a variety of social and vocational situations

---to work toward satisfactory adjustment in personal and social relations through improving ability to communicate

---to reinforce basic reading skills

---to participate in activities designed to increase reading efficiency

---to develop ability to read for self-preservation and for information

---to develop ability to read for enjoyment

---to develop ability to read for self-improvement

I. Oral language (to be taught and practiced in actual situations)

A. Directions

1. Listening or reading
2. Remembering
3. Asking
4. Following

B. Articulation

1. Making correct sounds
2. Speaking in sentences
3. Answering clearly

4. Speaking correctly

C. Conversation

1. Person-to-person

2. Speaker-within-group

a. About jobs

b. For information

c. For explanation

d. For social interchange of ideas

3. Activities

a. Informal discussions

b. Simulated radio and television skits

c. Telling anecdotes

D. Dramatization

1. Making requests

a. For interview with employer

(1) By phone

(2) By visit to office

b. For assistance

(1) In filling out forms

(2) In locating people and places

2. Applying for a job

a. Preparation

b. Introduction

c. Conference

d. References

II. Written language

A. Legible handwriting

1. Manuscript

2. Cursive

B. Letters

1. Business

a. Application

(1) For job

(2) For Social Security account number

(3) For insurance

b. Requests

(1) For interview

(2) For information pertaining to job opportunities

(3) For pamphlets, free offers, reservations, mail orders

2. Friendly

C. Envelopes

1. Correct form and spacing in addressing

2. Return address

D. Forms

1. Filling in name, address, age, in designated small spaces

2. For driver's license

3. For insurance

4. For employment

5. For Social Security

6. For withholding tax

7. For making out checks and deposit slips

8. For postal money orders

9. For filling in catalog order form

E. Reading

1. Materials

a. Textbooks written for secondary level e.m.r. girls and boys

k. Sports magazines

e. Reading signs and signals to avoid danger

f. Using dictionary as an aid in reading story or information

g. Reading materials in current interest projected from opaque projector

j. Playing story-making games with word cards

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* SOCIAL STUDIES

PURPOSE

To help the client understand the society in which he will live and to prepare him to take a responsible place in it

SPECIFIC OBJECTIVES FOR CLIENT

---to acquire some basic knowledge about his national, state and local heritage, about his government and about his duties as a citizen

---to gain acquaintance with the ever-changing community and with the realities and demands of the working world

---to understand how he fits into the community

I. Historical background of our country
   - A. The Old World
   - B. Voyages to and discovery of New World
   - C. Settlement of North America
   - D. Government
     1. Basic structure
     2. Local branches of some federal agencies.
        - a. Department of Agriculture
          - (1) County agent
          - (2) Home demonstration agent
          - (3) Soil Conservation office
        - b. Post office

*Emphasis in the social studies will be on development of abilities to appreciate and contribute to one's society rather than on accumulation of a mass of facts about dates and events.

c. Forestry service

E. Political growth

F. Cultural development

G. National

1. Military obligation

2. Obligations of voting and paying taxes

II. Historical background of our state

A. Origin

B. Government

1. Basic structure

2. Local representatives of state agencies

a. Health Department

b. Welfare Department

c. Highway Patrol

d. Game and Fish Commission

e. Division of Vocational Rehabilitation

C. Political divisions

D. State pride

E. Resources and industry

III. Local Government

A. Type and location

B. Necessity

C. Officials and duties

D. Services

1. Protection by Fire, Health and Police Departments

2. Sanitation

3. Utilities

4. Recreation

5. Education

E. Individual responsibility to government

1. Obedience to law

2. Obligation to vote

F. Government responsibility to the individual

1. Protection

2. General welfare

IV. Industries

A. Type, number and location

B. Contributions of each to the community

C. Employment criteria

V. Churches

A. Denominations

B. Locations

C. Responsibility for interrelationships with other community activities

VI. Home

A. Importance

B. Organization

C. Responsibility

SUGGESTED ACTIVITIES

1. Visit State Employment Service, County Health Department and local governmental offices and agencies at all levels.
2. Make field trips to various industries and acquire in-depth information pertaining to the employment offerings and requirements of each.
3. Prepare individual personal trait lists of those traits which make good employees.

4. Assist students in developing and preparing their own occupational information files.
5. Invite speakers from the community to talk with the class.
6. Develop a vocabulary to accompany each unit.
7. Make comparisons as to sizes, climates, industries and other aspects of various states and communities.
8. Encourage clients to prepare booklets on individual units.
9. Use supplementary reading and audio-visual material on subjects currently being studied.

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FILM

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HEALTH AND SAFETY

PURPOSE

To promote each individual's development and maintenance of a sound, healthy body, and to build desirable attitudes and practices for healthful living

SPECIFIC OBJECTIVES FOR CLIENT

---to become acquainted with the meaning of health and safety

---to learn more about how to acquire good health and keep it

---to acquire habits of health and safety

---to learn about diseases and means of preventing them

---to learn to take responsibility for his own health and safety

---to learn that he has some responsibility for the health and safety of other members of the community

I. Relation of health and safety to getting and holding a job

II. Community health

1. Workers' responsibility to others in places of employment
2. Responsibility of employers to employees
3. Workers' responsibility to practice good health habits in places of employment
4. Individual's responsibility to help keep the community healthy
5. Prevention of the spread of disease
6. Private health services
7. Public services related to health
   a. Community health services and hospitals
   b. Home demonstration and agricultural agencies
   c. Community sanitation and safety offices
   d. Parks

8. Individual's responsibility to take advantage of opportunities for good private or public medical information, advice and care

III. Mental hygiene

A. Interpersonal relationships on job and in community

1. Friends

a. Importance of having friends

b. Ability to make friends, ways of getting acquainted, finding friends, amintaining friendships

2. Family

a. Understanding, communicating with, and living successfully with one's family

b. Ways of earning independence from one's parents

c. Successful relationships with brothers and sisters

d. Getting along with elderly relatives in household

3. Employers and supervisors

a. Living up to the "boss's" expectations

b. Adapting to the idiosyncrasies of one's superior

c. Learning the lines of authority

4. Difficult persons

a. Ways of dealing with troubled or irritating persons

b. When and how to avoid difficult persons

B. Personal manners

1. Good habits and graceful deportment

2. Habits which attract favorable attention

3. Proper conduct in public places

4. Proper conduct as part of a group

IV. Sex education

A. Self-concept

B. Adolescent changes

C. Boy-girl relationships

D. Male and female roles in life

E. Elements in a good marriage

F. Other patterns of conduct

V. Child care

A. Prenatal

1. Importance of physician's care

2. Proper diet

3. Appropriate dress of an expectant mother

4. Planning a layette

B. Infant care

1. Early visit to the doctor

2. Periodic visits to the doctor

3. Feeding

4. Bathing

5. Clothing

6. Room temperature

7. Regular routine

8. Sickness

9. Inoculations

C. Importance of the father's place

1. Support of the family

2. Assisting the mother in infant care and child rearing

D. Care of children when father and mother both work outside the home

VI. Rest and sleep

A. Probable characteristics of the person who gets adequate rest and sleep

1. Efficiency

2. Congeniality

3. Dependability

B. Possible problems of the person who gets inadequate rest and sleep

1. Absenteeism from work

2. Bad-feeling days

3. Lack of efficiency

VII. Cleanliness

A. In eating

B. In dress

C. In housekeeping

VIII. General fitness

A. Good diet, regular meals, relaxed eating habits

B. Facts about smoking

C. Facts about drugs

D. Wholesome attitudes and activities

IX. Personal appearance

A. Grooming

1. Hair

a. Effect on hair of good general bodily health practices

(1) Balanced diet

(2) Cleanliness

b. Value of regular brushing

2. Teeth

a. Diet

b. Regular dental check-up

c. Proper brushing

d. Gum massage

3. Skin

a. Facial care

(1) Diet

(2 Rest

(3) Fresh air

(4) Cleanliness

(5) Use of cosmetics

(6 Shaving

b. Hands

(1) Frequent washing

(a) After using toilet

(b) Before eating

(c) Before handling any food

(2) Use of lotion when advisable

(3) Manicure nails

B. Posture

1. Walking

2. Standing

3. Sitting

4. Working

C. Clothers

1. Cleanliness

a. Airing

b. Brushing

c. Washing

d. Dry-cleaning

e. Shoe cleaning

2. Suitability

3. Day by day storing

4. Care and mending

X. Safety

A. Personal safety

1. Driving to and from work

2. Being careful in or near water

3. Getting help when needed

4. Use of tools

B. Safety in the home

1. Exercise of precautions to prevent cuts, bruises, burns, falls, etc.

2. Knowledge of the use of gas and electrical appliances

3. Awareness of the danger of gas and electricity

4. Information on, and knowledge of, when and how to call police and fire department

5. Importance of keeping police and fire department telephone numbers available

6. What to do in case of severe weather or disaster

7. Safety in halls and on stairs

8. Importance of medicines

a. Keeping medicines out of reach of children

b. Destroying old medicines

c. Obtaining a doctor's prescription

d. Meanings of signs on bottles

e. Making sure that medicines to be taken are not harmful

f. Precautions against overdose and poisoning

C. Safety in the Community

1. Street and highway safety

a. Pedestrian

b. Automobile (See XI.)

2. Recreational safety

3. Cooperation with fire and police departments

4. Cooperation with the Civil Defense authorities

5. School safety

   a. Safety on the playground

   b. Safety in halls and on stairs

   c. Fire drills

   d. Lunchrooms

   e. Bathrooms

   f. Common school accidents

D. Water safety

   1. Importance of learning to swim well

   2. Importance of knowing how to operate a boat and equipment

   3. Importance of wearing a life preserver when boating

   4. Dangers involved in swimming, wading or boating alone

   5. Safe use of equipment

E. First aid

   1. Prevention of accidents on job

   2. Importance of knowledge of first aid

   3. Knowing what to do in case of an accident

   4. Preventing further injury

F. Safety on job

   1. Safe use of tools

   2. Dangers of hurrying to complete task

   3. What to do in emergency

   4. Dangers of fatigue

G. Importance of insurance

   1. Home

   2. Accident

   3. Including insurance payments in budget

XI. Driver training (driver education)

A. Importance of learning to drive safely

B. Importance of learning to keep car in good condition

C. What to do in case of an accident

D. Learning and observing traffic laws

1. City laws

2. Laws regulating driving on highways

3. Laws concerning pedestrians

E. Awareness of signs and their meanings

F. Awareness of others

G. Responsibility for self

H. Knowledge of modes of travel and hazards of each

I. Driver's license privileges

J. Dangers of driving after drinking

K. Importance of automobile insurance

1. Protection for yourself and others

2. Emergency

SUGGESTED ACTIVITIES

1. Show health and safety films correlated with topics being studied.
2. Make booklets on personal health.
3. Visit the Health Department.
4. Invite the health nurse, doctor or counselor to talk to the group in connection with unit on sex.
5. Dramatize health plays.
6. Keep charts on proper diet.
7. Keep charts on oral hygiene.
8. Make a trip to a dairy.
9. Observe food handling practices in the school cafeteria.
10. Have the lunchroom supervisor talk on health and sanitation requirements of the lunchroom program.
11. Demonstrate good posture.
12. Put on safety campaigns in the school.
13. Participate in the annual clean-up campaign.
14. Participate in a clean-up of possible fire hazards.
15. Make collections of pictures of accidents and study their causes.
16. Make charts of safety rules.
17. Make lists of safety rules for the school.
18. Demonstrate the use of the telephone directory and the telephone in making emergency calls.
19. Invite a traffic officer to make a talk.
20. Make booklets on common home accidents.
21. Have pupils make home surveys on hazards and ways of avoiding them.
22. Give demonstrations of artificial respiration, or invite a capable Red Cross teacher or Scout to give these demonstrations.
23. Investigate use of sample grooming aids, sometimes provided by drugs firms.

RECREATION

PURPOSE

To provide knowledge and skills, as well as to develop attitudes, that will enable the client to participate in a variety of recreational activities

SPECIFIC OBJECTIVES FOR CLIENT

---to learn rewarding ways to use leisure

---to develop interesting hobbies

---to learn costs of various forms of recreation

I. Wholesome use of leisure time

   A. Need and importance

   B. Directly job related

   C. Indirectly job related

   D. Hobbies

II. Types of recreation available

   A. Outdoor

   B. Indoor

   C. Participant

   D. Spectator

   E. Public or private

III. Financial cost

   A. Membership

   B. Admission fees

   C. Equipment

SUGGESTED ACTIVITIES

Recreation

1. Dramatize ways to use leisure time.
2. Have hobby shows.
3. Make field visits to various recreational facilities.
4. Vary daily activity period so as to offer opportunities for learning games, developing hobbies and working on arts and crafts projects.
5. Bring in community volunteers to assist with games and other recreational projects.
6. Have class parties at intervals.
7. Encourage participation in school music groups, sports and other activities

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Krone, Beatrice P., and Miller, K. Help Yourselves to Music. Belmont, California: Wadsworth Publishing Company.

_____ Pocket Full of Songs. Route 1, Delaware, Ohio: Cooperative Recreation Service.

PHYSICAL EDUCATION

PURPOSE

To provide for the retarded youth adequate experiences for wholesome development, placing emphasis on personality as well as physical development

SPECIFIC OBJECTIVES FOR CLIENT

---to develop the ability to take directions

---to develop and improve coordination

---to create a desire to participate in wholesome physical activities

---to learn the wise use of leisure time

---to cultivate basic motor skills and improve posture and mechanics

---to acquire wide variety of physical activities and interests

---to develop a sense of belonging

---to provide a proper emotional outlet for better mental health

SUGGESTED ACTIVITIES

I. Individual activities

   A. Broad jump

   B. Timed running

   C. Target practice

   D. Walking a broad line

II. Team or group activities

   A. Softball

   B. Football

   C. Basketball

D. Touch ball

E. Target pitch

F. Volleyball

G. Croquet

H. Dodge ball

I. Relays

III. Exercises for improvement of posture

A. Swimming

B. Ground exercises

C. Body movement exercises

IV. Rhythmic movements

A. Musical games

B. Folk dances

C. Square dancing

D. Social dancing

E. Marching

VOCABULARY LIST

physical	endurance	courtesy	exercise
fitness	patience	habits	practice
wholesome	loyalty	attitude	activity
health	courage	personality	cooperation
variety	good humor	interest	participation
group	development	coordination	enjoyment
teamwork	muscle	leisure	poise
posture	movement	motor skill	improvement

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Mississippi State Department of Education. Book of Proceedings of Workshops Held on Physical Education for the Mentally Retarded.

Seaton, Don Cash. Physical Education Handbook. Englewood Cliffs, New Jersey: Prentice Hall.

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4. Shoe shine boxes

5. Houses for pets

6. Napkin holders

7. Shelving

8. Carving

B. Sewing

1. Machine sewing

a. Care and use of machine

b. Clothes

(1) Repairing or remodeling

(2) New - from patterns

c. Draperies, slip covers, curtains

2. Hand sewing

a. Repairing, remodeling, replacing

b. Knitting, crocheting

c, Embroidery and other decorative work.

C. Weaving

1. Towels

2. Bags

3. Rugs

4. Luncheon cloths

5. Afghans

6. Mats

7. Baskets and other articles made from discarded telephone wire

D. Ceramics

1. Ash trays

2. Vases, pin trays

E. Plastics

1. Belt plaiting

2. Weaving

3. Lanyards

F. Basketry

1. Baskets and trays made from popsicle sticks

2. Reed articles

G. Etching

1. Metal

2. Crayola (Put down colors heavily, cover with India ink, or poster paint with detergent added, and scratch designs through ink or paint.)

H. Textile

1. Tie dyeing

2. Block printing

3. Stenciling

I. Christmas decorations

J. Lettering

1. Posters

2. Commercial drawing

II. Pointing toward personal enjoyment and adjustment

A. Scrapbooks

B. Party favors and decorations

C. Volunteer work in hospitals

1. Making decorations for the needy and ill on holidays

2. Making souvenir gift baskets

D. String painting

E. Place mats

F. Planters

G. Christmas tree decorations

H. Wet chalk drawings

MUSIC

PURPOSES

To offer opportunity for expression and development of aesthetic ideas and attitudes which will be reflected in the personality of the client

To provide an avenue whereby the Vocational Rehabilitation client can be better understood and aided toward a more complete adjustment to life's situations

To give a feeling of group belonging

SPECIFIC OBJECTIVES FOR CLIENT

---to cultivate poise

---to find enjoyment and to use leisure time profitable

---to increase skills in rhythms

---to develop appreciation of many kinds of music

---to improve vocabulary

---to develop social concepts, such as courtesy, cleanliness and self-control

---to find an avenue for possible success

---to learn to use T. V. and radio guides for finding schedules of musical entertainment

---to provide information on selection of records for all occasions

---to promote better social development

---to build skills

---to reinforce the ability one has

---to interact with other clients

SUGGESTED ACTIVITIES

We can fulfill these objectives by teaching skills that lead up to games, sports and other basic skills that can be utilized. Some examples

of these skills are running, jumping, hopping, skipping, dancing, loping, and leaping. The categories of music we are mostly concerned with are as follows:

I. Rhythmic activities
   A. Musical games
   B. Folk dances
   C. Square dances
   D. Social dances

II. Singing
   A. Group participation
   B. Quartet participation
   C. Participation in church choirs
   D. Impersonation and dramatization

III. Listening to records and other singing
   A. For appreciation
   B. For relaxation
   C. For enjoyment of rhythm
   D. To stimulate learning
   E. To develop acceptable behavior for audience participation
   F. To recognize types of music such as marches, lullabies, etc.
   G. To understand the meaning of various music

IV. Creative activities
   A. Drawing pictures illustrating or inspired by music
   B. Pantomiming

V. Dramatization
   A. Many forms, from operettas to free expression
   B. Pantomiming
   C. Acting out parts to music

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Kaplan, Max. Music in Recreation. Champaign, Illinois: Stipes Publishing Company.

Mississippi School Bulletin Number 165. A Handbook on the Theory and Practice of Music for Educable Mentally Retarded Children and Youth.